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ABSTRACT

Facility specifications for visual and perfcrming arts areas are provided to guide and assist school officials, staff members, architects, and engineers plan suitable facilities fcr the arts in schools. The visual arts areas covered are studios, photographic laboratories, and galleries. Performing arts areas discussed are music facilities, drama laboratories, dance studios, individual learning rooms, offices, and performance halls. Material provided for each specific type of art facility includes a general overview and background information about the requirements as well as specifications for function, location and spatial relationships, acoustics, heating aesthetics, area, ceiling height, and special features. To illustrate some of the recommendations in actual practice, performance halls of four schools in North Carolina are described briefly in drawings and text. (Author/MLF)

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A. CRAIG PHILLIPS, State Superintendent
North Carolina Department of Public Instruction

JAMES T. BURCH, Assistant Superintendent
Administrative Services Area

LACY M. PRESNELL, JR., Director
Division of School Planning

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PRELIMINARY DRAFT

Facilities for the Arts

SCHOOL PLANNING GUIDE SERIES—6

DIVISION OF SCHOOL PLANNING
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
SEPTEMBER, 1981

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PREFACE

The facilities of a school are a significant factor in how agreeable the school is for the students, teachers and other users. The buildings, grounds and equipment, if designed, built and selected well, can "facilitate" and encourage appropriate activities for learning and teaching. This is especially true for the programs in the arts. The uniqueness of each child and his or her artistic expression requires a diversity of facilities which are suited to a great variety of learning activities. The arts are perceived by the human senses; therefore, facilities must heighten the sensual and emotional experiences of the people who use them.

This publication is offered to school teachers and officials to challenge them and their designers and to guide them in planning for new or remodeled environments for the programs in the arts.

A. Craig Phillips, State Superintendent
North Carolina Department of Public Instruction

FORWARD

Since the arts well taught and learned are vital to a good education, we who have the responsibility for planning and operating the facilities for appropriate programs in the arts must be especially concerned and dedicated in providing the environments in which the arts can flourish.

Because of the diversity in possibilities in arts activities and because of the wide range of choices in technical details, this book does not pretend to resolve the technical problems in the design of arts facilities. As examples, the details of lighting, acoustics, and stage equipment need to be worked out for each individual design situation by architects, engineers, and other consultants especially competent in this work.

Let me commend this book to you. We invite your comments and responses to this publication.

Special thanks go to Marvin R. A. Johnson, FAIA, Donna Moye, and Debbie Davis for their work in preparing this publication.

Lucy M. Presnell, Jr., Director
Division of School Planning

Fall, 1981

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PURPOSE

The purpose of this book is to guide and assist school officials, their staff members, their architects and engineers to plan suitable facilities for the arts in the schools.

The prime goal in planning the facilities for schools is to accommodate the needs of the students and the teachers. The facilities should provide environments which are appropriate to the nature and characteristics of those who use and occupy them and suitable to the activities in which they are engaged. This demands attention to the requirements for space, for heating, cooling and ventilation, for illumination, for good acoustics, as well as for the delight and emotional satisfaction of the users. As an example, in the music area it is a mistake to eliminate the possibilities for good lighting, heating, cooling and ventilation in order to provide more practice rooms. Human needs come before program needs.

The format of this publication intentionally reduces the amount of wordage by using a simple outline form which can be quickly perceived, although a degree of mental concentration is required.

Although special facilities for the arts have customarily been provided only for secondary schools, this book gives recommendations for programs in the arts for all age groups.

PLANNING

The planning of facilities for the arts should be a team effort by educators, consultants and design professionals, each person's contribution and authority in proportion to that person's competence. It can be a mistake to tailor a facility too closely to the individual ideas of one teacher, administrator or architect who may not be related to the project soon after it is completed, unless, of course, that person's competence is so superior that the results from that input would be an outstanding facility of continuing validity.

Generally, in planning, the educators should describe the activities and functions for which the facilities will be used, along with a statement of the scope of the arts program, sizes of student groups, numbers of students and teachers, and similar information. Possible future changes must be anticipated. It is the responsibility of the design professionals to plan facilities which will suit admirably the activities which are to be accommodated.

THE ARTS

The arts are a vital and necessary part in the life of every child. The arts include at least the following:

Architecture	Drawing	Painting
Ceramics	Graphics	Photography
Dance	Literature	Sculpture
Drama	Music	Weaving

In schools, these are related to industrial arts, home arts, crafts, and physical education. The arts are not isolated from other subject matter in schools. The arts should pervade the curriculum and unify it, enhance it and excite it.

The arts provide opportunities for man to be himself, freed from unwarranted inhibitions. The arts can add to the excitement and to the breadth of life. The arts encourage and permit individuality in a world which appears to demand increasing conformity and standardization. It should be that everything a child does--walk, talk, eat, sketch, build, draw, write, read out loud--is done with a sense of rightness, a concern for the aesthetic, and with style. The arts offer an opportunity for self-satisfaction and for the creative activity which may be necessary for man to retain his well-being.

The arts are open-ended, without fixed answers, free from superimposed pressures, free from formal presentations, free from the need to "cover the material." They are individualistic--no one has to do things like any one else. They are disciplined, but the discipline is not imposed--art works its own inner discipline within the person himself.

The arts can open the eyes, unstop the ears, make the tongue to sing, loose the hands, unbind the feet, free the body and the soul to let the child be what he can be--to let him be a more sensitive, a more responsive human being and a more joyful person.

Some of the goals for education in the arts are for the student to learn to see, to observe, to hear, to perceive, to be aware, to be sensitive to the human and physical environment, to foster native capacities to organize space, to improve skills in communication beyond the verbal. Arts education encourages the talents and the interests which the student has.

The arts are not only for the "talented;" each student can participate in the arts to his benefit.

FACILITIES FOR THE ARTS

Since the arts are basic in all education, appropriate facilities for the arts must be provided in all schools. Although the accommodations for early childhood will differ from those for secondary schools, the underlying principles are the same; the differences reflect variations in scope, emphasis, complexity, and in the skills and maturity of the students.

Students in the arts require facilities which allow for freedom and diversity of ability, skills and interests. Facilities provide the space, the setting, the visual, spatial and acoustical environment along with adequate safety and reasonable comfort. Furnishings are varied, durable, adaptable--movable where possible--to allow for a great variety of imaginative activities.

Spaces, rooms, and environments must be designed to be suitable for the activities that take place, rather than for the subject that is taught in them. Rooms that are suitable for instrumental or vocal music rehearsals can also be used for other group assemblies. Individual music practice rooms may become general individual learning centers. Some activities in the arts may be done with equipment provided in laboratories for industrial arts or even occupational education

programs. Performance rooms--assembly halls and auditoriums--can certainly be used for a variety of other assembly purposes.

The arts program in the school need not be confined to the premises of the school itself. The resources of the community--museums, galleries, concert programs, artists' studios and other available centers and services--can all be used in art education.

It may be useful to provide some mobile facilities which can serve a number of schools, an entire school system, or even a number of administrative units. As examples: a mobile music van could contain a rich collection of varied musical instruments; here students, under good guidance, could explore the vast array of musical devices at various age levels; a traveling art gallery could compensate for the absence of permanent services in a community.

Should a school have an arts center? The arts are a unity and are inter-related. This may suggest that the facilities for education in the arts be in close relationship to each other. An arts building or an arts unit in a school, however, might specialize the arts instead of universalizing them. This could limit and isolate the arts from the remainder of the school and its programs, as has

sometimes happened with occupational programs which have been centralized in a separate building. The arts should permeate the entire educational program; the impact of the arts should affect all the students.

For the sake of convenience and agreement with conventional patterns of thought, the facilities for the arts are described under the headings of the visual and the performing arts. This is done with full recognition of the reality that performing arts can also be visual and that the visual arts may require performance. The "visual arts" often result in "objects" or "products"--paintings, drawings, sculpture, ceramics, architecture--yet some of the products may be kinetic and transitory. The performing arts conventionally include music, drama, and the dance. Recommendations in this publication for planning facilities in the arts encourage the use for such facilities to suit the needs of the students without concern for the conventional categories.

All school facilities should be "good architecture," but especially the facilities for the arts should themselves be fine examples of the art of architecture.

THE VISUAL ARTS

The visual arts are not limited by conventional concepts about drawing, painting and sculpture. Although these forms are certainly included, others, such as graphics, photography--still and motion picture--even television, weaving, textiles and similar crafts can be considered among the visual arts.

There is no firm line of distinction between the visual arts and some of the activities in the home arts, industrial arts, crafts, and even occupational skills. A welding machine as well as a painter's brush or a charcoal pencil can be the medium for art.

Still photography and cinematography have potential for many students, especially those who are already involved in this as a personal or a vocational interest. Admittedly, costs of cinematography may discourage art programs in this medium; it is important, however, to remember that film is an important art form.

Visual art teachers should be fully certified professional educators. However, the art education program may be enhanced by incorporating the talents of professional artists in the classroom under the direct supervision of the certified art teacher.

THE STUDIO

The studio, usually called the "art classroom" or "art room" should be a work place where a great variety of media can be used in freedom. This room may occasionally be used for presentations but its primary function is that of a laboratory, a studio and a workshop for much individual work and small group activity.

The form, shape, texture and finishes--all the features--should encourage creativity and not be inhibiting. Although reasonable order and mutual responsibility among people and environment is necessary, the facility should not dampen enthusiasm by an insistence on perfect order and meticulous cleanliness.

In schools where two or more teaching stations for the visual arts are needed, all stations need not be identical, but rather a combination of somewhat specialized areas may be preferable.

Function

- To accommodate a variety of activities by students who are engaged in a multitude of free actions for the purpose of artistic expression.
- Allows for painting, drawing, sculpture, ceramics, construction, photography.

Location and Relationships

- Not isolated, but instead visible and readily accessible.
- Convenient to display areas and/or gallery.
- Possibly convenient to other facilities for the arts.

Acoustical

- Since some art activities may be noisy, not too open to other spaces where a noise annoys.
- Usable with recordings, sound and audiovisual services.
- Some acoustical treatment possibly necessary.

Thermal

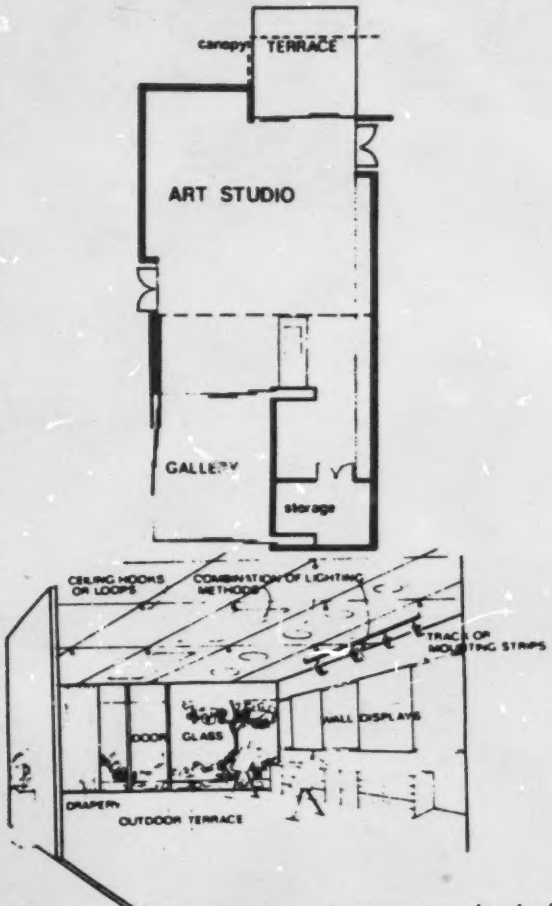
- Well-ventilated; special venting needed for some equipment items.
- Air conditioning useful but not at the expense of natural lighting.

Visual

- Great variety in illumination, from darkness to high level lighting with daylight and artificial, both incandescent and fluorescent.
- Complete control of daylighting, possibly by means of shades, panels, blinds, draperies.
- Adaptability to change the quality and color of artificial lighting.
- Generous window area to establish relationship between indoors and outdoors.
- Skylights acceptable if complete light control is provided.

Area

- 50 to 60 square feet per student: 1,350 sq.ft. minimum, 1,500 sq.ft. preferred.



For times when instructor/s is/ are not in studio or laboratory, office space is useful. Here class records and personal materials owned by instructors can be stored and used. Here conferences with students, other teachers, parents, etc., can take place.

THE STUDIO (continued)

Shape	. Not too long or too narrow. . Not just a box, but an interesting and varied space possibly with variations in floor level or ceiling heights or both.
Ceiling Height	. Possible varied, not less than 9 feet average.
Features	. Hooks and/or eye-bolts in ceiling for suspending art works, lighting units. . Dimmer switches on some lighting units. . Direct access to partly roofed outdoor terrace. . Walls of variety and durability with provisions for tacking and nailing and hanging and mounting. . Movable furniture and storage units. . Floor finish which can "take it," some of it possibly covered by expendable canvas and/or movable rugs. . Floor drains to allow mopping, etc. . Work sinks built into counter, with plaster and clay traps. . 120 and 208 volt electrical services. . Speaker and microphone output/input connected to communications center.
Storage	. Store room(s) adjacent to studio, equipped with adjustable shelving of varying depths: 12" to 25". . Lockable.

OFFICE

Function	. For storage and use of personally owned materials; for conferences, study.
Location and Relationships	. Adjacent to studio/s, preferably accessible from corridor.
Features	. View window to studio. . Acoustical; visual and thermal conditions similar to other new offices in school.

PHOTOGRAPHIC LAB

The extent and complexity of a photo lab will be determined by expected and intended learning experiences. It may vary from a simple dark room for elementary photo processing, all the way to a complex laboratory with filming, processing, printing, editing, sound synchronizing, enlarging, copying, reproducing capabilities.

This laboratory may be related to or a part of or convenient to science rooms. It may be used by school publications and information staffs, or by graphic arts program.

Function	. Serves requirements of at-school photography work.
Location and Relationships	. Convenient to, or a part of, arts facilities; maybe related to science rooms, media center, student publications.
Acoustical	. If used for sound photography, acoustically isolated from surrounding areas to prevent unwanted sounds.
Thermal	. Especially well-ventilated; heated and cooled.
Visual	. Excellent light control; wired and switched for special lamps used in photo processing and printing.
Area	. Determined by scope of program 9' x 12' (approximately) minimum.
Ceiling Height	. Nine feet minimum
Special Features	. Light lock at door, for complete control of lighting, so that opening of door will not admit light into darkroom. . Special photo lab sink(s). . Work counter. . Wall cabinets. . Refrigerator. . Equipment appropriate to program (note: Consult publications or photographers for details.)

Works in the visual arts need to be experienced by providing an optimum setting for their display and exhibition, a setting in which the viewer becomes a participant in the interaction between the artist and public. The capability of displaying art works is the major characteristic of the gallery.

Although the gallery services may be concentrated in one location in the school, it is possible to provide gallery spaces in several places. The arrangement of the arts rooms in the school plant will influence the location of the galleries.

THE GALLERY

Function	. For exhibits of student works and/or traveling exhibits.
Location and Relationships	. In central location where the non-student public can also readily view and experience the exhibits. . Possibly near to student commons, assembly hall lobby. . Preferably adjacent to arts studio(s).
Acoustical	. Reasonably quiet conditions.
Thermal	. Air conditioned. . Well ventilated.
Visual	. Excellent lighting of several capabilities to accommodate variety in display.
Area	. Varies with extent of possible exhibitions. 500 square feet or more of floor space.
Ceiling	. Not less than 9 feet; preferably higher.
Equipment	. Movable display units; benches.
Features	. Continuous hanging strips at ceiling line. . Equipped with sound system, for music or recorded exhibit information. . Wall surfaces to accommodate various means of hanging art works. . Adequate locks and other security measures to avoid damage or loss of art works. . Electric outlets.

THE PERFORMING ARTS

Drama, music and the dance are obvious examples of the performing arts. In opera and "musicals," these three art forms usually appear together. To what degree they are separate is blurred and indistinct.

The performing arts may involve the visual arts in scenes, sets, and in combinations of photo forms (slides, motion pictures, etc.) and live performers.

Facilities to accommodate the performing arts include spaces for instruction and skill improvement--rehearsal and practice--as well as performance areas; in some instances, one room or space will serve both functions.

Without distorting a necessary space or area to accommodate a great variety of activities, the planner's imagination must be directed to produce facilities of some versatility. This requires an understanding of which activities are sufficiently compatible to be served by the same general facility.

THE FACILITIES

The facilities for music should be designed to accommodate a variety of activities for individuals and groups of students.

The instructional program in music can include the following:

- *'Active'*
  - *Vocal*
    - *Individual*
    - *Small and large groups*
  - *Instrumental*
    - *Individual*
    - *Small and large groups*
  - *Combinations of vocal and instrumental*
  - *Creative*
    - *Composing-arranging*
- *'Passive Participation' -*
  - *Appreciation, consumer music*
  - *Listening*
  - *Reading*

Function

- To accommodate the activities related to music instruction, experiences and performances.
- Planned to accommodate other activities since the "music facilities" will not necessarily be used full time for music, and since they can be suitable for other activities.

Components

- Facilities may include
  - Rehearsal/learning rooms: instrumental; choral
  - Ensemble/classroom
  - Individual learning/ practice rooms
  - Work and repair rooms
  - Library
  - Office
  - Storage
  - Performance hall/ auditorium, theatre

Location and Relationships

- Near parking areas and practice fields.
- Preferably on ground floor for easier transport of heavy equipment and instruments.
- Performance hall and other performing arts facilities on same floor level as music rehearsal rooms or connected by gradual ramps.
- Convenient to other arts facilities to encourage frequent and easy interaction, but not isolated from remainder of school.
- Acoustically separated by walls or distance from those school areas where sounds or noises will cause annoyance and distraction.

Environmental Factors

- Good sight lines and adequate and appropriate illumination in all facilities for the music program.
- Thermal conditions (heating, cooling, ventilating, and humidity control) carefully coordinated with acoustical controls, with special attention to minimize duct and mechanical equipment noises.
- Special attention given to design for appropriate acoustic conditions throughout all facilities for the performing arts.

REHEARSAL/LEARNING ROOMS - INSTRUMENTAL

Although the room for instrumental music must be designed to serve that function admirably, this room can be planned to accommodate other activities when it is not used for music activities.

This room could be used for small assemblies such as these:
- *Faculty meetings*
- *Club meetings*
- *Student council*
- *Drama classes and theatre*
- *Speech classes*
- *Professional education organization meetings*
- *Concerts by small music groups*
- *Extension and in-service training, day or evening sessions*
- *Visual presentations - movies, slide shows, etc.*

Lighting should accommodate all likely functions as suggested above. This may require various kinds of lighting.

Function
- To accommodate instrumental music groups for rehearsal, recording or telecasting of music programs.
- In small schools, designed to accommodate vocal music rehearsals and performances also.

Location and Relationships
- Convenient to performance rooms.
- Access from passageway/corridor leading to outdoors.
- Near to music office, instrument storage.

Acoustical
- Planned by designer with competence in acoustical design.
- Appropriate acoustical conditions for band different from those for orchestra.
- Conditions variable by means of reversible panels with different acoustical characteristics, or by means of absorbent draperies, etc.
- A "sound lock" - a vestibule between corridor and instrumental room with two sets of doors.
- Surrounding walls of minimum sound transmission to avoid conflicts.
- Doors "sound-stripped".
- Ventilation/air-conditioning and equipment ducts noiseless.
- No sound transmission through ducts from room to room.

Visual
- Windows, if any, well-placed to avoid glare conditions for students and teacher.
- Adequate illumination similar to standards for classrooms since music reading must be rapid and exact.
- Floor in light colors to avoid strong contrast between music sheet and surrounding area.
- Specific lighting for teaching wall.
- Capacity for special lighting if used for television production, or for other assemblies.

REHEARSAL/LEARNING ROOMS - INSTRUMENTAL (continued)

Bands especially require rooms with generous volume of space which calls for resonance space at front of room between first row of students and front wall.

Thermal	. Exceptionally well-ventilated, preferably air conditioned. . Humidity control desirable.
Area	. 20-24 square feet per student.
Shape	. One dimension greater than the other--not square. . Possibly irregular, not just rectangular. . Resonance area, 10-15 feet from front of class group to front of room.
Ceiling Height	. 12' minimum, 18' recommended, above highest floor level for rooms with risers. . 14' average for rooms with flat floors. . Ceiling not necessarily horizontal, but possibly sloping.
Risers	. Optional. . When provided, 5' width, except wider (8'-12') for top riser; 6"-8" height. . Painted or non-skid tread on edge of each riser. . Number of risers determined by capacity and size of room. . Movable risers allow for use of risers on stage or in other performance areas.
Doors	. Double door to permit easy access of bulky instruments (e.g. grand piano) and equipment.
Equipment	. Chalkboard at teachers' location. . Tackboard near entrances. . Screen for overhead projector and other visual equipment. . Music stands and chairs.

REHEARSAL/LEARNING ROOMS - INSTRUMENTAL (continued)

This room can be used for recording of music rehearsals and performances, for audiovisual presentations, and for television production and viewing.

If no special room is provided for these services, outlets and conduits should be provided in an appropriate location in the rehearsal room itself.

Multi-use facilities require adequate storage on several riser levels for storing large musical instruments, furniture, equipment.

Electric-Electronic	. Power outlets (120V) on each wall, several on teaching wall. . Wiring or conduits to provide for installations of microphone, recording and playback devices, speakers, telecasting. . Jack for TV reception. . Recording and playback apparatus of high quality.
Control Room	. Room at rear to accommodate controls and equipment for lighting, projection of slides, movies, etc.; recording-playback, sound systems (See page 37-38).
Storage	. Rooms off upper tier to provide for storage of large instruments. . Storage on other levels also useful to store musical stands when room is used for non-music purposes.

ENSEMBLE ROOMS

Some groups in learning and teaching of music, such as small instrumental ensembles and vocal groups, need more than a small individual instruction area but less than the rehearsal rooms which are required for bands, orchestras or large choral groups. The ensemble room may also be useful for typical classroom activities.

Function	. Space for smaller ensembles in instrumental/vocal programs.
Location	. Convenient to other music learning/teaching facilities.
Acoustical	. Appropriate for size of group and activities. . Possibly changeable to accommodate differences.
Visual	. Well-lighted, similar to classroom.
Thermal	. Well-ventilated.
Area	. Approximately 700-900 sq. feet.
Ceiling Height	. 10 feet minimum. 12 feet preferred.
Equipment	. Chalkboard on one wall; movable seating.

REHEARSAL/LEARNING ROOMS - CHORAL

Although the room for vocal music should be designed to serve that function satisfactorily, this room can be planned to accommodate other activities when it is not used for music activities.

These activities might be similar to those suggested for the Instrumental Room (see page 15).

Function	. To accommodate large vocal groups for rehearsals. . Usable for recording or telecasting of performances. . In some small schools, designed to accommodate instrumental music activities also.
Location and Relationships	. Similar to Instrumental Room (see page 15). . Convenient to Performance Rooms. . Access from passageway/corridor. . Near to office of music staff.
Acoustical	. Similar to Instrumental Room (see page 15).
Thermal	. Similar to Instrumental Room (see page 16).
Visual	. Similar to Instrumental Room (see page 15).
Area	. 6-8 square feet per student if standing room only is provided; 15-18 square feet per student for seats, aisles, instructor's space.
Shape	. Length to width ratio: 3:2 to 2:2. . Resonance area, 10-15 feet in front of group.
Ceiling Height	. 12 feet average, minimum. . 10 feet above highest level of floor if risers are provided.
Risers	. Optional, but usually provided, possibly movable. . 6" to 10" high. . 36" - 40" wide.
Furniture	. Portable folding tablet arm chairs possible.
Electric-Electronic	. Similar to Instrumental Room (see page 17).

WORK AND REPAIR ROOM

The need for such a room is largely determined by the services which are provided at the school. This often depends on the interest and competence of the teaching staff in providing these services.

Function	. Space and equipment to accommodate servicing, cleaning, and repairing music instruments.
Location and Relationships	. Convenient to instrument storage room. . Accessible from passageway.
Acoustical	. No special treatment.
Thermal	. Well-ventilated.
Visual	. Well-lighted, with specific lighting for work benches.
Area	. Determined by extent of services provided 80 square feet minimum.
Ceiling Height	. 8 feet or more.
Equipment	. Work bench. . Work sink with water and drain. . Storage cases for tools and material.
Features	. Adequate power outlets (120 V). . Lockable, to provide security.

THE MUSIC LIBRARY

Music libraries may vary scope and size, depending upon the extent of the school's program in music. The library provides space for the storage, repair, sorting and distribution of the instrumental and vocal music used in rehearsals and performance. Recordings and similar materials may also be stored here.

The relationships among this music library, the media services for the arts and the media center must be considered carefully. Decisions regarding these relationships must then be decided on what is best for serving the students, not just what is most convenient for teachers and administrators.

The designers must communicate with school administrators and/or music faculty to determine facility need for each project.

Function	. One function conventionally served by the music library is to house in a safe and convenient location the music scores for the instructors and performers. . Other purposes may be these: . Store, display and use musical recordings, precorded and recorded at the school. . Store, display and use publications on music topics; this may be a permanent or temporary loan from the school's media center.
Location and Relationship	. Convenient to instructor's offices. . Prominently located to encourage use by students. . Accessible from corridor or passageway.
Acoustical	. Sufficient separation from rehearsal rooms to avoid conflict and annoyance.
Thermal	. Conditions similar to offices and classrooms.
Visual	. Equal to that in classrooms.
Area	. Adequate to accommodate two persons in library activities plus space for cabinets, work tables, counters.
Ceiling Height	. 8-9 feet minimum.
Equipment	. Filing cabinets, work counter, work tables, shelving for books and recordings.
Features	. Several power outlets 120 v.

STORAGE ROOMS - INSTRUMENTS

Provisions should be made at the school to store safely the instruments which are owned by the school and those which are owned by students but are frequently stored at the school.

Function	. Storage of music instruments.
Location and Relationships	. Adjacent to rehearsal room. . Accessible to and from corridor and passageway.
Acoustical	. No special treatment.
Thermal	. Well-ventilated with controlled humidity, year round.
Visual	. Lighting coordinated with location of storage cases.
Area	. Determined by number and type of instruments stored. Minimum of 200 square feet.
Ceiling Height	. 8' adequate.
Equipment	. Storage cases designed and detailed to accommodate instruments to be stored.
Features	. Two doors so arranged that one of them is near door to instrumental rehearsal room, other door accessible to corridor or passageway. . Rooms, doorways, and passageways adequate to accommodate large group. . Lockable to provide security of instruments and equipment. . At least one electric power outlet (120 v.) . No door sill which would impede movement of heavy instruments and equipment.

Storage may be required for uniforms and robes used for performances by music groups. Garments and costumes used in other of the performing arts may also need to be accommodated.

STORAGE ROOMS - UNIFORMS AND ROBES

Function	. Storage of uniforms and robes and similar garments and costumes used with the performing arts.
Location and Relationships	. Near rehearsal rooms, dressing rooms and performance area accessible to corridor/passageway.
Acoustical	. No special treatment.
Thermal	. Well-ventilated with controlled humidity year round.
Visual	. Lighting coordinated with location of wardrobes and racks.
Area	. Determined by number of garments to be stored.
Ceiling Heights	. 8 feet adequate.
Equipment	. Racks and hangers designed and detailed to accommodate number and type of garments.
Features	. Two separate doors or double doors so located to simplify traffic in and out. . Lockable. . Storage may also be needed for flags, banners, etc. . At least one electric power outlet (120 v.).

DRAMA LABORATORY

A conventional classroom is not adequate to accommodate the space needs for a vital drama program. A more versatile room conveniently located and appropriately equipped can do much to encourage and to diversify the activities for the drama program.

It can also be designed to serve as the performance room for audiences of less than a hundred persons.

Function	. To provide space for drama instruction, experimentation, rehearsal; also for performance, especially if no other performance hall is available.
Location and Relationships	. Preferably convenient to stage or performance area in assembly hall and to set construction area (shop). Adjacent to stage.
Area	. 1,200 square feet of floor space or more.
Shape	. Length to width ratio: from 3:2 to square.
Ceiling Height	. 12 to 14 feet.
Acoustical	. Sound tight, to avoid distracting or being distracted. . Interior treated to provide optimum conditions.
Thermal	. Well-ventilated, preferably air-conditioned.
Visual	. Adequately lighted artificially, with variation and complete control. . Simple stage lighting and dimmer system at one end of room. . Windows may be useful for occasional daylight but must be equipped with complete daylight control.
Features	. Doors to outside desirable. . Wood flooring, painted black, at performance end; carpeted elsewhere. . Possibilities for changes in floor levels. . Movable seating. . Wall colors neutral, possibly gray. . Several electric power outlets (120 v.). . Adequate storage space, lockable, for materials, audiovisual equipment and incidental theatrical items.

THE PERFORMING ARTS - DANCE

STUDIO

The extent of the program in dance will determine the size and complexity of the dance studio or laboratory.

The facilities here recommended will accommodate a competent program in modern dance and ballet. In schools with a lesser program, other rooms, including those for physical education, may be adapted by providing some of the features here recommended.

Function	. To provide appropriate accommodations for a program of instruction in modern dance and ballet and other dance activity performed in bare feet or soft sole dance shoes.
Location and Relationships	. Convenient to music and physical education areas. Dressing rooms nearby.
Acoustical	. Treated to provide good conditions for hearing music and instruction of teachers.
Thermal	. Well-ventilated; preferably cooled as well as heated.
Visual	. Well-lighted--lighting levels variable up to classroom level illumination. Windows useful to save energy.
Area	. Ideally, 100 square feet per student (3,000 square feet for class of 30).
Shape	. Nearly square.
Ceiling Height	. 12' or more.
Equipment	. Mirrors 6' high 24 feet long or more; bottom at least two inches from floor. Mirrors on one wall, but preferably on two adjoining walls. . On wall(s) opposite mirrors, ballet bars at heights of 34" and 42" from floor. . Good quality sound system with player for recorded music.
Flooring	. Wood, similar in character and quality to gymnasium floor.

INDIVIDUAL LEARNING ROOMS

Individual "practice rooms" may be needed for special practice or instruction in music. If designed properly and located conveniently, these rooms may also be used for other individual learning experiences in other subject matter areas, especially if these rooms are equipped with audio equipment.

Function	. Practice by individuals and small groups, instrumental and vocal.
Location and Relationships	. Convenient to main rehearsal rooms. . Acoustically separated from main rehearsal rooms by means of doors, windows, and walls of low acoustical transmission characteristics. . Access to corridor.
Acoustical	. Acoustically separated from other rooms to avoid distraction and disturbance. . Non-parallel walls.
Thermal	. Well-ventilated, preferably air conditioned without equipment noise, without sound transmission through ducts from room to room.
Visual	. Adequately lighted, 50-70 fc; classroom level illumination. . Each room separately switched.
Area	. Several sizes, 50-100 square feet minimum.
Ceiling Height	. 8-10 feet.
Equipment	. Speaker and/or microphone connected to communications center.
Features	. Windows with double panes of glass between practice room and adjacent corridor or large rehearsal room. . No locking from inside; lockable from outside with key. . Possibly equipped with oversize door for convenience in moving instruments in and out. . Jacks for av/tv equipment. . Power outlet, (120 v.) in each room.

OFFICES

Teachers in the performing arts want an office/studio, a separate small room for each teacher, or one larger room for several teachers.

Function	. A place for class records, small conferences, workspace for instruction staff; a small studio for faculty.
Location and Relationships	. Not a passageway. . Accessible from corridor or passageway. Convenient to rehearsal and practice areas, possibly adjacent to some of them, with vision panel between. . Adjacent to arts library. . Convenient to communications center.
Acoustical	. Visually connected but acoustically separated from rehearsal room(s). practice room(s), studio(s) and arts laboratories.
Thermal	. Well-ventilated, preferably air conditioned.
Visual	. Office level illumination.
Area	. 80-100 square feet; larger if used as studio or conference room.
Ceiling Height	. 8-10 feet.
Equipment and Furniture	. Conference table or desk and chairs, work table, filing cases, shelving. . Electric power outlets: 120v.

THE PERFORMANCE HALL - Auditorium/Assembly Hall/Theatre/ Concert Hall

The performing arts need an environment, a setting, in which the works may be seen, heard, felt and otherwise experienced by the viewers or audience. The performance is to be shared by the performers with others, therefore, it is necessary to provide a place, or places, for the audience to assemble in a position of reasonable comfort.

Instead of building one large all-purpose auditorium intended to serve a variety of events, school officials should consider building two smaller halls, each designed to accommodate more specialized activities. Thus one hall might be designed as a theatre, the other more as a concert hall; or one school in a community might have a theatre-type hall, another school could have a hall designed primarily as a concert hall.

Schools should also consider small "teaching" auditorium seating approximately 300-400. This can be used for performances but also serves as an instruction/learning room for large group instruction with lecturer/audio-visual presentations. It can also comfortably accommodate meetings of one grade group in a secondary school.

Function

- For performers, who may be
  - Solo (vocal, instrumental) reading, concert, lecture.
  - Small groups (two-ten) concert, drama, panel
  - Medium groups (ten-forty) concert, drama,
  - Large groups (forty and more) concert, "musical," opera.
- For performances, which may be
  - Live: concert, drama, reading, dance, panel
  - Recorded: movie, multi-media
  - Static scene: movie, other standard visual
  - Active: drama, concert, opera, dance, multi-media.
- For sound, which may be
  - Live, unamplified or amplified
  - Recorded
  - Requiring differences in reverberation times.
- For lighting, which may be
  - Darkness to high level, and all ranges in between; two scene preset necessary.
- For audiences, who may be
  - Passive, static, fixed
  - Active, participating.

Location and Relationships

- Reasonably convenient to parking areas.
- Easy access for exits to out-of-doors.
- Convenient to stage construction shop.
- Close to music rehearsal rooms which are accessible without using the same corridors which are used by the public.
- Comfortable lobby space nearby.
- Group toilets nearby.

THE PERFORMANCE HALL (continued)

Since it may be used extensively by the community, this facility should be carefully located to provide good access to lobby both from the remainder of the school for the convenience of the student, and from parking areas for the convenience at the visiting public. An impressive public "front entrance" leading nowhere is not needed.

The capacity should be carefully studied before a decision is made. Factors to be considered are these:

- *How often it will be filled to capacity?*
- *What activity will take place most frequently?*
- *Several performances for smaller audiences may be advantageous.*
- *Students with untrained voices have limitation on being heard without amplification.*
- *Amplification for drama performances is complex and expensive, or else unsatisfactory.*
- *Large auditorium may require balconies.*
- *Balcony increases height and volume and therfore increases cost of building.*
- *Balcony complicates acoustical design problem.*
- *Balconies may complicate supervision problems.*
- *Large auditoriums are costly to heat, cool, maintain, and may require high rental fees for non-school purposes.*

Capacity

- Not fixed but adaptable; some seating, preferably that near stage, possibly removable to accommodate performances which may take place on same floor level as the front seats.
- Determined in part by local needs and conditions.
- Preferably limited to capability to communicate without use of audio amplification (approximately 600-700 seats).
- Larger halls equipped with high quality amplification devices.

THE PERFORMANCE HALL (continued)

Occasional assemblies of all students at one time are probably rare enough so that other large assembly areas such as a well-designed gymnasium may serve that function.

Since excellent seeing and hearing conditions are basic to the success of a performance hall, highly competent consultants in the fields of theatre design, lighting and acoustics may be necessary.

Acoustical

- Excellent acoustics basic.
- Variable, in large halls, to accommodate different conditions required by type of performance; sound shell may be needed.
- High quality sound transmission and amplification system.
- Sound isolation from other parts of building by means of good walls and sound-tight doors and other openings.

Visual

- Excellent seeing conditions basic to success of assembly area.
- Lighting variable, from low-level aisle lighting possibly to lighting adequate for note-taking, for cleaning and other working conditions.
- Lighting fixtures accessible for lamp replacement and other service.
- Exit lights and aisle lighting for safety of proper brightness and location to avoid distractions during performance.
- All seats located to give good view of stage or screen.

Thermal

- Good ventilation, adequate heating and cooling required.
- Mechanical equipment and air movement exceptionally quiet.

THE PERFORMANCE HALL (continued)

The form of the multi-purpose performance hall may be determined by its primary purpose, since the efforts to make one hall (auditorium) serve too many functions will compromise all activities so that the facility will not be really suitable for anything.

Wide fan-shaped auditoriums often result in some rear seats with poor view of performance.

Preferably a performance hall should provide a combination proscenium and thrust stage with good lighting for both.

Since the performance hall is a "work place" for staff and students, adequate tools and equipment for scenery construction, lighting modification and maintenance must be provided.

Performances usually require changes in lighting; they may involve use of sound systems and projected images of slides or movies, and a location for direction of such performances and activities.

Form

- Seating elevated to allow easy unobstructed view of action for all the audience.
- Raised platform or stage may not be needed if slope or elevation of seating area is sufficient.
- Performance or action area not limited to platform or stage.
- Performance area variable and/or changeable, possibly multi-level.
- No permanent proscenium--proscenium possible by use of drapes and curtains.
- Seating plan to provide good view of performance from all seats.
- Ceiling height and profile determined to provide optimum sight lines and acoustics.

Control Center

- See pages 37-38.

THE PERFORMANCE HALL - Performance Area/Stage

The performance area is that portion of the performance hall where most of the action takes place--the stage or platform. This performance area should be versatile unless it is intended for one specific function such as drama or music. Since most school performance halls are used for a variety of purposes, this stage area must accommodate these diverse functions.

A permanent proscenium arch--the conventional "picture frame"--can limit the diversity and versatility of the hall. "Open Stage" theatre planning should be considered.

Function	. To provide major activity area for performances.
Location and Relationships	. A part of performance hall. . Directly accessible to dressing rooms, stage shops, off stage storage.
Acoustical	. Extremely important: speech and music and other sounds to be heard optimally by all in audience. . Shell or orchestra enclosure for music in large stages with loft. . Sound system, where required, of high quality components. . Sound system controls in off-stage area and also in rear of performance hall. . Separated from other parts of arts facilities by means of walls, doors and other partitions, to avoid unwanted noise in the stage.
Thermal	. Careful engineering needed to provide comfort without creating drafts. . Heating and ventilating equipment unobtrusive to avoid conflict with stage rigging and equipment.
Visual	. Excellent visual conditions basic and vitally important. . All performance spaces and action areas visible from all parts of audience area. . Lighting sources and controls extremely complex requiring design services of competent consultants. . Lighting sources adaptable; basic system includes: spots/floods, located above and to side of audience, permanent foot-lights required. . Lighting controls on stage area supplemented by those in control room behind audience. . Easy access to all lighting fixtures to allow for easy and safe changing of lamps/tubes.

THE PERFORMANCE HALL - Performance Area/Stage (continued)

Area

- As generous as possible.
- Stage width almost as wide as audience seating area.
- Stage depth nearly equal to proscenium width in proscenium-type hall.

Ceiling Height

- Height over acting area determined partly by height of stage opening and by provisions for suspending curtains, cycloramas, and scenery, if loft is provided complete with gridiron.
- If loft is not provided, height adequate to conceal curtain tracks and lighting.

Features

- Apron — Stage area in front of act curtain.
- Floor — Wood, black, which allows nailing.
- Cyclorama — Simple, removable from view, black.
- Projection Screen of appropriate size.
- Work lights similar to classroom lighting which are switched separately from stage lighting system.
- House curtain made to draw completely out of sight, unless it is black.
- Black velour travelers and teasers.

Orchestra Pit

- If included, provided with cover so it can be added either to stage or to audience area.

Walls

- Rear wall of good quality and material so that it may be left exposed at times, painted black or very dark blue.

Access

- Accessible from assembly area by means of steps, which may be movable and removable.
- Large door from outside for delivery or materials, scenery, furniture and equipment.
- Large tall door into scene shop area to allow scenery and "wagons" to be moved between stage and scene shop, plus regular personnel door.

THE PERFORMANCE HALL - Lobby/Foyer/Lounge

Special accommodations for the convenience, needs, and comfort of the audience must be provided. This includes toilet facilities, lounge and smoking areas, possibly refreshment stands and cloak rooms, in addition to "lobby" space for pre-performance and intermission periods.

In schools, toilet rooms can often be located so that they can be used by students during usual school hours, rather than provide large toilets which are available only when assembly hall is being used.

The extent to which other audience facilities are provided is in part determined by budget, by location considerations such as use and functions of the performance hall.

In moderate climatic conditions, outdoor paved areas may augment interior lounge and smoking areas. Lobby spaces may also be closely related to an art gallery, which can serve as an extension of the lobby space.

Function	. As lobby or lounge areas. . For audience to enter and to gather before and after performance and during intermissions.
Location and Relationships	. Adjacent to performance hall but usually separated from it by means of light-proof sound-tight doors so arranged that when doors are open, no light from lobby enters auditorium/performance hall. . Directly accessible to outside. . Reasonably convenient to parking areas. . Separable from remainder of school by means of doors or gates which do not violate requirements for emergency exits. . Possibly serving also as lobby to other "semi-public" facilities such as gymnasium or cafeteria. . Near to toilet rooms which are adequate to accommodate crowds. . Convenient to refreshment stands when appropriate to the performance. . Preferably accessible to outdoor paved terrace which can augment lobby space.
Acoustical	. Quiet conversations in lobby not audible in performance hall. . Acoustically treated to limit sound intensity from much conversation.
Thermal	. Exceptionally well-ventilated to accommodate crowds Air conditioning recommended. . Special heating near doors if orientation and climatic conditions warrant.
Visual	. Attractive non-institutional environment, with special "warm" illumination.
Area	. Approximately 1.2 square feet per seat in assembly/performance hall. (720 square feet for house with 600 seating capacity).

THE PERFORMANCE HALL - Lobby/Foyer/Lounge (continued)

Ceiling Height	. Variable; average 10 feet minimum.
Features	. Several benches or seats. . Drinking water fountains nearby. . Telephone nearby. . Bulletin board and cases for announcements and displays. . Warning system lights or sound signal to call people to auditorium at beginning of performance and at end of intermissions. . Coat racks, check rooms, concession stand near at hand but unobtrusive. . Special attention given to Building Code requirements.

For security reasons, an enclosed ticket booth with windows both to outdoors and inside is recommended. If properly located and sized, it may also serve as office for drama staff. To minimize occasional congestion, ticket window should not be too close to entrance doors to lobby.

STORAGE/WORK SHOP

Function	. Storage of materials when not used on stage. . Work space for simple carpentry work, painting, etc. which meets all special code requirements.
Area	. "As large as possible."
Thermal	. Adequately ventilated for shop work.
Visual	. Adequate lighting with special task lights for work activities.
Acoustical	. Not significant, unless shop work takes place during performance on stage.
Features	. If separate room, large doors to permit easy movement of materials, completed stage furnishings. . A large deep work sink preferably with hot as well well as cold water supply. . Adequate electric power outlets for work tools.

A space, preferably a separate room, off stage or readily accessible to it, is usually needed for some building of flats and sets; a space is also needed for storage of stage sets, furniture and similar items when not in use on stage.

Activities in music, drama and dance will require the changing of clothing into appropriate costumes or uniforms. Some of the changing is putting on a robe; other changing is more complete.

It is usually not necessary to provide separate changing rooms for band, chorus, drama, dance. One set of well-planned dressing areas may be able to serve the several arts program where changing clothes is necessary. Athletics and physical education dressing rooms, if convenient may be used to supplement assembly hall dressing rooms, especially for major productions which involve large casts.

DRESSING AREAS

Function	. To provide appropriately private spaces for changing of garments.
Location and Relationships	. Convenient to rehearsal areas as well as to performance spaces (stages, platforms, outdoor area).
Acoustical	. Not critical.
Thermal	. Well-ventilated continuously, especially if garment storage spaces are immediately adjacent or actually a part of the dressing area.
Visual	. Not critical, except for good lighting for makeup.
Area	. Determined by program; approximately 10 square feet floor space for each student in group.
Ceiling Height	. 9 feet adequate.
Features	. Appropriate hanging racks or wardrobes for street clothes and/or costumes; enclosed and lockable for security. . One lavatory (minimum) in each dressing room. . Make-up counter or table with mirrors and lights. . Large wall mirror; 2' wide, 5' high. . Small toilet room adjacent.

TOILETS

Function	. To serve needs of students, staff and possible visitors; if so located, may also serve other facilities such as music, drama, or other nearby instruction areas.

GREEN ROOM

"A room in a theater or concert hall where actors or musicians relax before, between or after appearances." Webster's Seventh New Collegiate Dictionary.

Especially where the performance hall is used by visiting performers, a green room should be provided. Since it is not likely that a room can be set aside for this exclusive purpose in most schools, the green room may also be used for instructional or classroom purposes, if adaptation to both environments is included.

Function	. For convenience and comfort of performers.
Location and Relationships	. Convenient and close to stage and dressing rooms, but sufficiently removed so that sounds do not cause conflicts.
Acoustical	. Similar to classroom.
Thermal	. Similar to classroom.
Visual	. View to outdoors desirable. . Variable lighting--from "classroom to living room" type.
Area	. 400 square feet approximately.
Ceiling Height	. 8-10 feet.
Equipment and Furniture	. Some upholstered lounge-type furniture. . Draperies at windows.

CONTROL ROOM

The control room is useful in all types of rooms which are needed for the performing arts, such as performance halls/auditoriums, rehearsal rooms, sound studios, television production studios. This room will accommodate audio and video recording equipment, lighting switches and dimmers for stages or performance platforms, etc.

Function

- Accommodate controls and equipment for recording and playback of sound and video recordings.
- Projection room for slides, film strips, motion pictures and similar film presentations.
- House switches and dimmer controls for stage and seating area for performances, including at least two scene preset board.
- Serve as separated control room for radio and television productions, if performance hall is used for these purposes.

Location

- At the rear of the assembly space, behind the main body of the audience.
- Opposite from the location of projection screens.
- At one side of a recording or television studio with unobstructed view of studio.
- Floor on higher level than main level of the assembly space or studio.

Acoustical

- Separated from assembly space so that possible noise in control room does not disturb assembly or studio activity.

Thermal

- Well-ventilated, preferably air-conditioned.

Visual

- Low level illumination possible to prevent light from this room to slip over into assembly room or studio space.
- Well-designed task lighting to illuminate work surfaces and equipment.
- Normal level illumination possible, similar to that in offices or classrooms.

Area

- Determined by use; approximately 50 sq.ft. minimum.
- 6 feet minimum depth; 8 feet long window with counter and storage.
- 8 feet depth if counter and storage are provided on front and rear walls.

CONTROL ROOM (continued)

Ceiling Height	. Minimum: 7 ft. 6 in.
Special Features	. Double glazed windows between control room and adjacent assembly room and studio. . Counter under window at 30-32 inches above floor. . In larger control rooms, an additional counter with storage on rear wall. . Sufficient electrical receptacles and circuitry to accommodate numerous audio and visual devices and equipment. . Necessary switching dimmer controls, audio controls.

EXAMPLES OF FACILITIES FOR THE PERFORMING ARTS IN NORTH CAROLINA SCHOOLS

To illustrate some of the recommendations of this book in actual practice, the following pages describe briefly in drawings and words some facilities of several schools in North Carolina.

EXAMPLE 1 Greene Central High School
Greene County Schools

2 West Charlotte High School
Charlotte-Mecklenburg Schools

3 Reidsville High School
Reidsville City Schools

4 St. Stephens High School
Catawba County Schools

EXAMPLE 1

GREENE CENTRAL HIGH SCHOOL

GREENE COUNTY SCHOOLS, NC

This is a separate building on a high school campus. It was designed primarily to accommodate a broad program of the school band and other music activities. It was also consciously planned to provide for performances in music and other arts, especially drama and film for attendance by the students and/or the public.

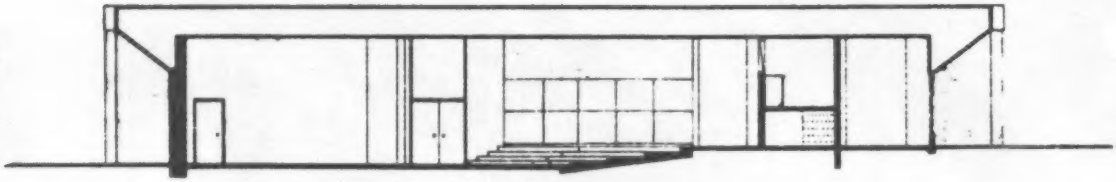
The raised tiers at the right hand half of the large room serve band seating for the instrumental music groups during rehearsals. These same tiers can be used for seating the audience when the performances take place on the level area at the left, but it is also feasible for the performers to use the stepped area while the audience is seated in the level portion. All chairs are movable.

Notice other rooms and features such as those which have been recommended in the main body of this publication (14-38).

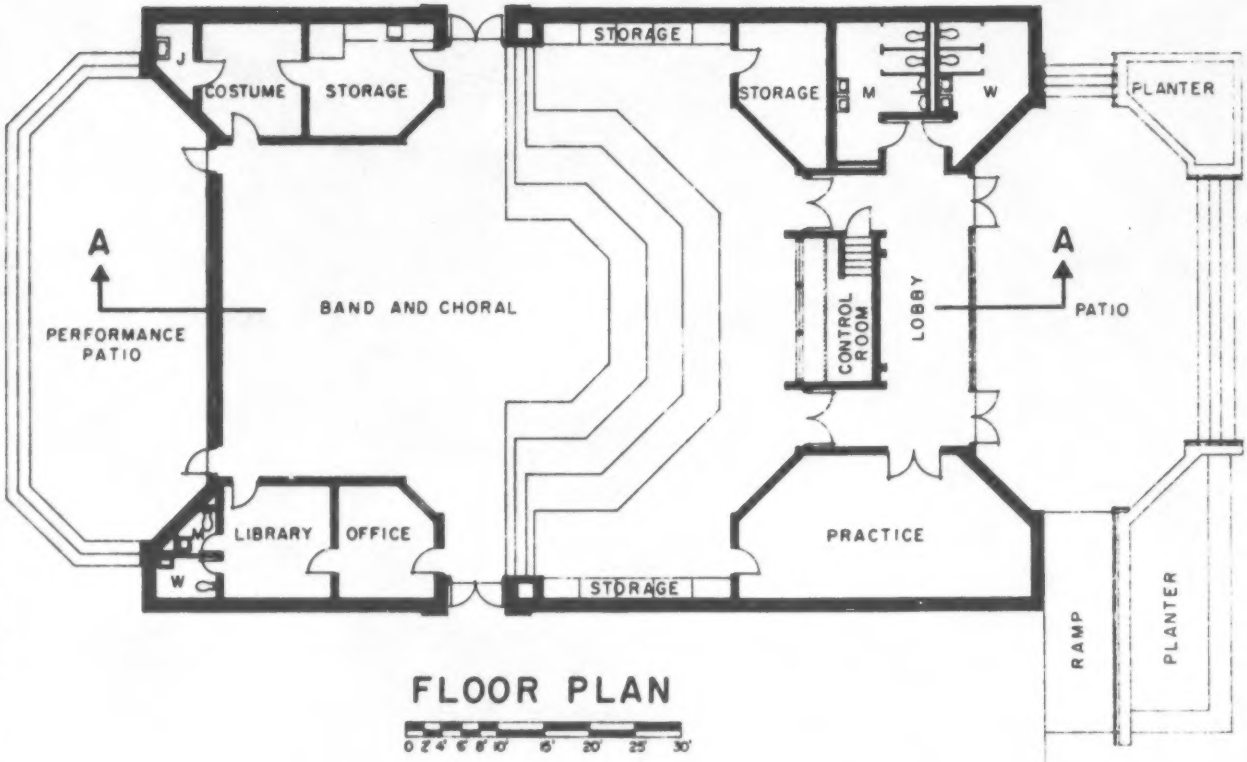
- Storage is available on the upper level of the raised tier area both as wall cabinets and as rooms.
- The wall between the large room and OFFICE has a partly-glazed partition to allow view and supervision of the large room from the office.
- The LIBRARY is adjacent to the OFFICE to provide convenient access for the instructor(s) to the library and also allow supervision of library.
- Small toilet rooms off the LIBRARY can also serve the handicapped on this lower level of the building.
- The room marked COSTUME can be used for storage of some uniforms, robes.
- The lower level STORAGE has a work counter with sink for use to service and repair instruments and for similar tasks.
- The PERFORMANCE PATIO outside the building at the left provides a platform or stage for outdoor performances.
- If not too crowded with objects the four small rooms on the lower level can be used as dressing rooms for drama performances.
- The PRACTICE room can serve a number of purposes:
  .. practice by small groups
  .. an extension of the LOBBY
  .. exhibit space.
- The LOBBY is accessible from a raised PATIO which can be used as an extension of the LOBBY if the weather is agreeable.
- A ramp to this PATIO accommodates the handicapped and also eases the process of moving bulky items to the entire upper level of the building.
- The toilets off the lobby can, of course, be used by students during school hours and also by the public at performances.
- The CONTROL ROOM is raised even higher than the level of the main room. Note the counter along the window which separates the CONTROL ROOM from the rehearsal/performance hall. The eye-level of persons seated at this counter and the projectors on the counter are higher than the heads of persons standing at the rear of the large hall.
- Fixed and movable screens for film shows can be installed at the appropriate levels and locations.
- A diverse and extensive lighting system allows for a great variety of lighting conditions to accommodate rehearsals, performances, film presentations and other activities.

EXAMPLE 1

GREENE COUNTY HIGH SCHOOL



SECTION A-A



FLOOR PLAN

EXAMPLE 2

WEST CHARLOTTE HIGH SCHOOL

This is a separate building on the campus of a large high school in Charlotte. It was planned to include a traditional auditorium and the music and drama programs. To the rear of the generous stage is a two-story unit which contains drama rooms and dressing rooms on the stage level; band and choral rehearsal rooms are located on the second level. A central stairway connects the two levels, and fire stairs are located at each end of the corridor for emergency purposes.

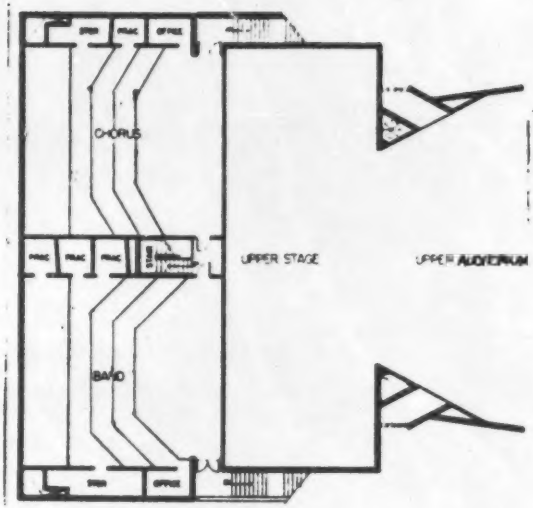
CHARLOTTE-MECKLENBURG SCHOOLS, NC

Notice the following features:

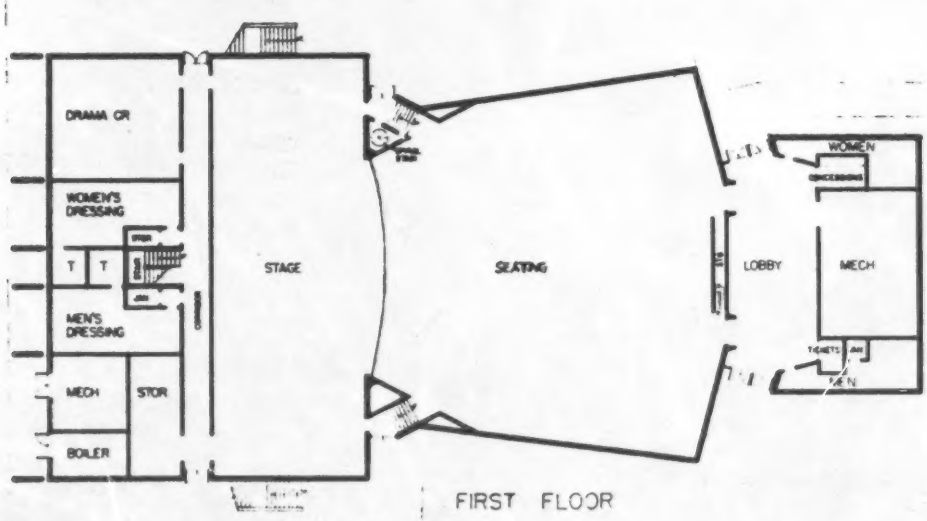
- The LOBBY at the main entrance, in addition to the toilet rooms, has a TICKET office and concession stand.
- Just inside the auditorium at the rear of the SEATING area is a stairway which leads to a control room. In this control room there is a glass panel between the auditorium and the control room giving a view of the entire stage and much of the seating area. Lighting and the sound system can be controlled from this room as well as from backstage.
- The STAGE is well-equipped.
- The auditorium has fixed seats.
- Each DRESSING room has closets for storage of garments; it also has a counter with special lighting and access to a toilet room.
- The simple DRAMA room can be used for instruction purposes and as an overflow dressing area or for temporary storage.
- A storage room is located directly opposite one of the doors from the stage to the corridor.
- This storage room is convenient to a door giving access to the outdoors.
- The BAND room is separated from the CHORUS room by a stairway and three small practice rooms. This places two walls between the two large rehearsal rooms and gives additional acoustical separation.
- Some of the walls in the small practice rooms are not parallel.
- There is a small OFFICE off the band room; also a small storage room is provided.

EXAMPLE 2

WEST CHARLOTTE HIGH SCHOOL



SECOND FLOOR



FIRST FLOOR

EXAMPLE 3

REIDSVILLE HIGH SCHOOL

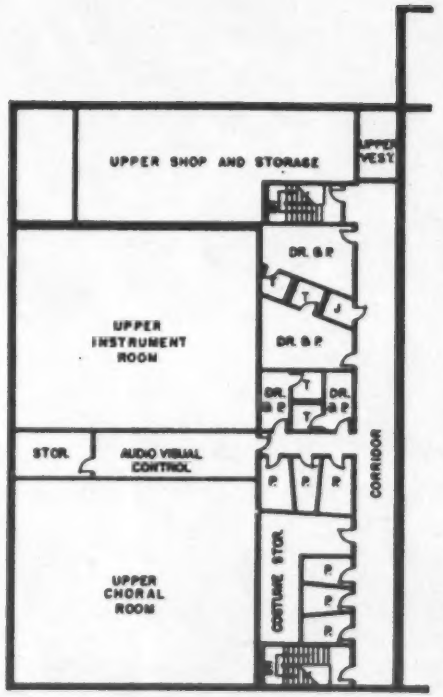
This is a large traditional auditorium/music building in a small city. It has a generous well-equipped stage, shop, orchestra pit and balcony. It is a separate building on the campus of the high school but was built to accommodate community-wide public assembly programs as well as school activities.

The music instruction facilities include two large high-ceiling instrumental and choral rooms and also a number of small service rooms at a second floor level along the corridor that separates the auditorium stage from the music facilities.

REIDSVILLE CITY SCHOOLS

Notice the following features:

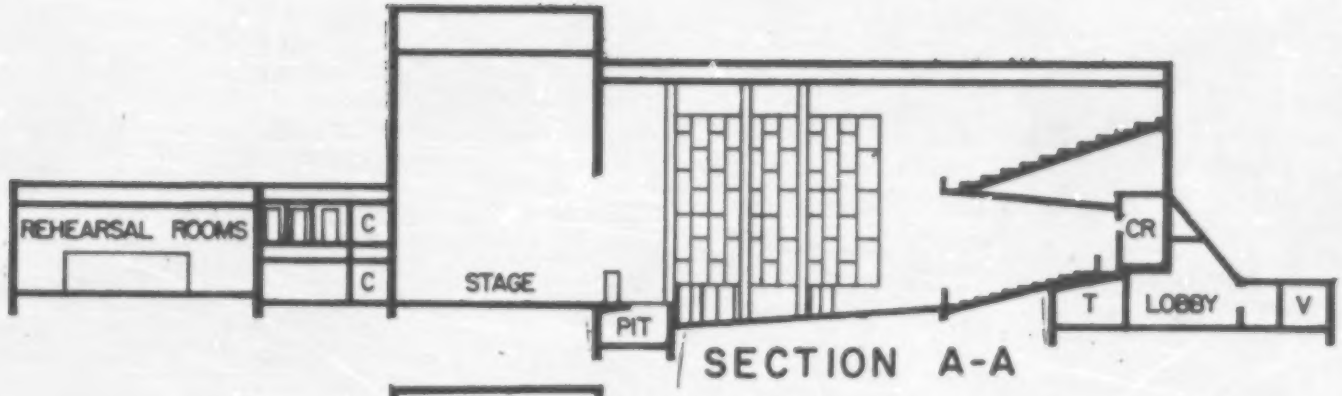
- A large LOBBY has a concession stand (CO) and public toilets.
- A control room (CR) is located above the part of the lobby under the balcony.
- The high ceiling is required as result of the balcony.
- Wide public stairways give access to the balcony.
- Solid walls, corridors, and vestibules separate stage from music facilities to minimize sound transmission between these two elementas.
- Storage for uniforms and costumes is located off both levels of the corridors.
- A small GREEN ROOM is readily accessible from the stage.
- For major productions which involve a large number of performers, the rehearsal room can be used for dressing rooms.
- The AUDIOVISUAL CONTROL ROOM at the upper level between the large rehearsal rooms can add diversity to the use of these rehearsal rooms.



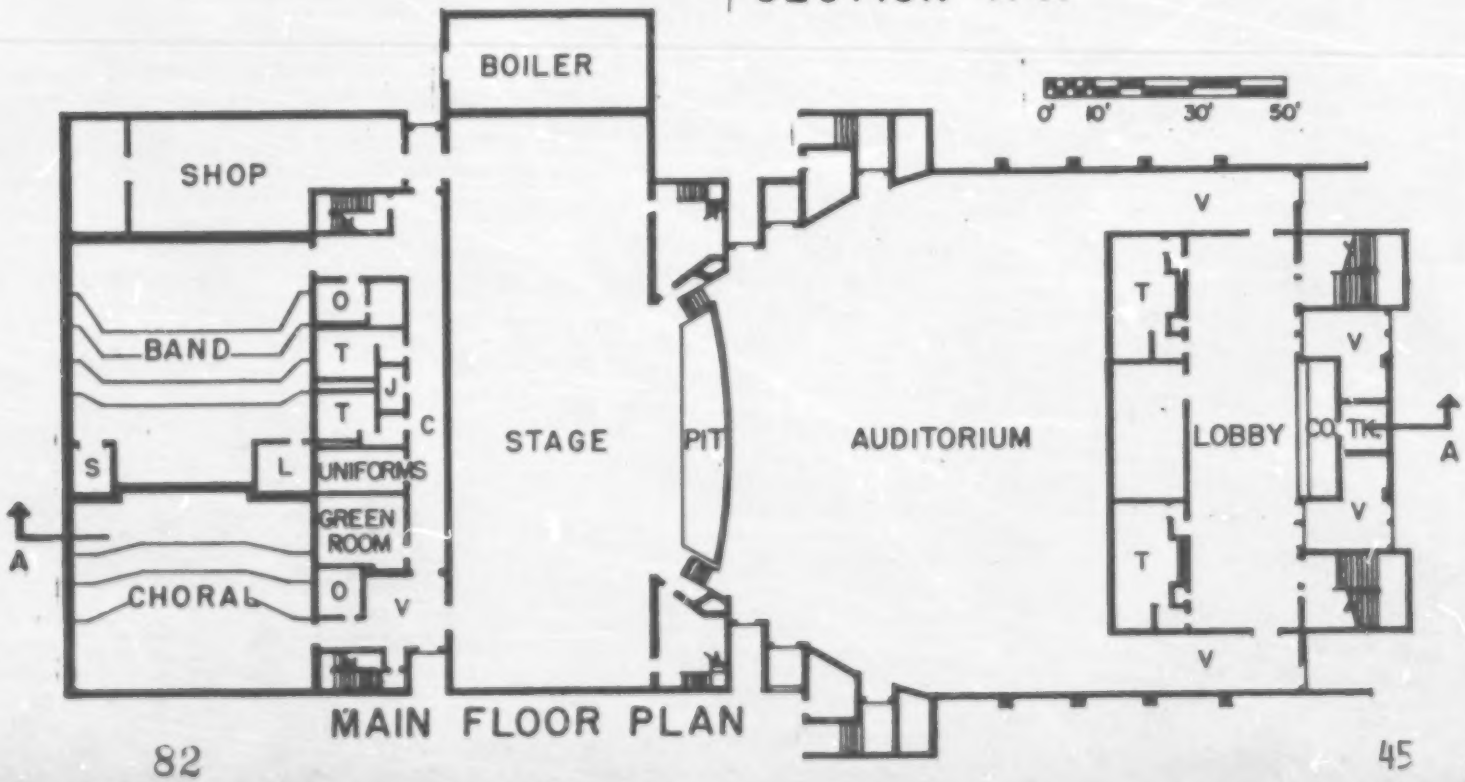
SECOND FLOOR PLAN

EXAMPLE 3

REIDSVILLE HIGH SCHOOL



SECTION A-A



MAIN FLOOR PLAN

EXAMPLE 4

ST. STEPHENS HIGH SCHOOL

This facility was intentionally planned as a multi-use room. The main purpose was to accommodate the school band; however, since the band and other music activities would use these facilities for only a portion of the school day, other functions such as drama and dance events/assemblies of several hundred persons would also take place here, the plan was modified from that which might usually be planned for a "band room."

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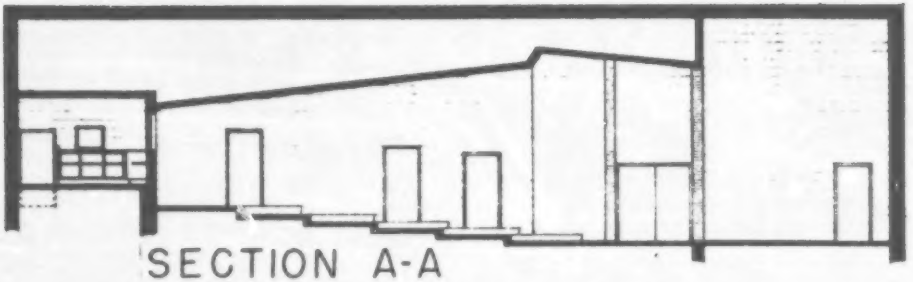
Notice the following features of this room:

- In addition to the tiered band/choral rehearsal area, an extra space called INSTRUCTIONAL AREA was provided.
- The INSTRUCTIONAL AREA can be used as a "stage" area; the dotted line on the drawing shows where a simple stage curtain might be rigged.
- Adjacent is a DRESSING area which can also be used for some storage.
- There is a toilet room accessible to the handicapped at the "stage" level and another at the uppermost level off the vestibule.
- On each level is a practice room which can also be used for temporary storage and/or music stands. There is a larger storage room in the lower left corner of the plan which can be used primarily for storing large musical instruments, drums, etc.
- The room identified as PROJECTION is raised up several feet above the highest level of the rehearsal room. In this way, the projectors and the view by the operators in this control room will not be blocked by standing persons in the larger room.
- The partly glazed partition provides reasonable acoustical separation between the two rooms.
- The effectiveness in using such a room for many purposes requires tolerance and cooperation on the part of the music faculty to allow use by others without undue stress and conflict. The need to move equipment and furniture with adequate control and security must be met.

EXAMPLE 4

ST. STEPHENS HIGH SCHOOL



SECTION A-A

FLOOR PLAN